

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study has two main goals: 1) to identify the needs (learners' and learning needs) of Informatics Technology Program at SMKN 1 Pajangan in learning English and 2) to design appropriate English learning materials for the Informatics Technology Program at SMKN 1 Pajangan. In this chapter, the summary of research findings, conclusions, and some suggestions were presented.

A. Conclusions

Based on the research findings, the conclusions can be drawn as follows. The learners' goal of learning English was enabling the learners to master English well based on the learners' program. For the listening and speaking materials, the learners preferred topics which are related to informatics technology work area. They also preferred simple monologues or dialogues and texts that were given vocabulary list and expressions. For reading materials, the learners needed reading texts with vocabulary. Meanwhile, for writing materials, the learners wanted to be given an example that was relevant to informatics technology skill program.

Regarding the listening activities, the learners preferred to answer questions based on what the learners hear. 2-3 minutes listening record would be a normal length based on the target needs. For speaking activities, the learners wanted to make monologue/dialogue and practicing it in front of the class with the students' partner (role-play). In terms of reading activities, the learners preferred to read texts, then, answering the comprehension questions. The learners thought

that 150-200 words would be a normal length of input texts. In relation to writing activity, the learners wanted to write the text same with the model text. In regard to the vocabulary activity, the learners preferred to match each of the English words related to informatics technology skill program with its meanings. In relation to the pronunciation activity, the learners wanted to repeat the teacher in pronouncing English. Meanwhile, in regard to the grammar activity, the learners preferred to write the sentences based on the patterns that have been taught. The learners preferred to discuss and do the task in pairs/group. The learners also preferred to be involving and active participant in the learners' role. In terms of teachers role, the learners preferred the teacher as a facilitator to give the explanation first about how to do the tasks, as a prompter, a controller, an organizer and a suggestion giver.

From the learners' needs and the learning needs above, the appropriate materials were designed. The learning materials were categorized as good and very good based on the questionnaire of materials evaluation. It can be seen from the result that all components of tasks in Unit 1 were appropriate with the mean values 4.06 up to 4.65. Unit 2 was also appropriate with the mean values 4.03 – 4.53 and Unit 3 was appropriate with the mean values 4.12 – 4.53 as well. The six components of task namely, goal, input, activity, learner role, teacher role, and setting also used to obtain the data in evaluating the materials. In relation to the goal, an appropriate task according to the students' evaluation questionnaire, the learning materials have goals to improve the learners' mastery of speaking, listening, reading and writing skills, to enrich the learners' mastery of vocabulary

and to improve the learners' mastery of grammar. In terms of input, the appropriate inputs for learners were pictures followed by questions, dialogues followed with questions, language function, grammar explanation, some vocabulary lists and the way to pronounce them, and models dialogues. Those inputs are comprehensible, understandable, and suit the learners' background knowledge. Regarding to the procedure, answering comprehension questions, having dialogues, practising dialogues (role playing), completing missing dialogues, finding vocabulary were appropriate procedure for the learners. The appropriate roles for teacher were as a prompter, facilitator, controller, organizer, and suggestion giver (assessor). The appropriate learners' role was being active participant. Pair work and individual work are the appropriate setting.

Based on the explanation above, it could be concluded that the learning materials designed for grade X students of Informatics Technology Program at SMKN 1 Pajangan were appropriate.

B. Suggestions

This research aimed at designing English learning materials for grade ten students of informatics technology program at SMKN 1 Pajangan. In addition, there are some suggestions for the next implementation of the English materials that can be addressed to the materials designer and the learners.

1. To grade ten students of Informatics Technology Program, there should be communicative circumstance much better in the English classroom. The

designed materials will not work well if the students in the class are passive learners.

2. To English teachers at school, there should be good coordination among the English teacher at school to design/ compile appropriate English learning materials for students as their knowledge/ background study.
3. To other materials designers, there should be appropriate inputs and activities as the students' needs and students' background study in this case was Informatics Technology of Vocational School. It considers the curriculum that government designed for every level of Vocational Scholl as well.

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